DOCUMENT RESUME

ED 351 352 TM 019 161

TITLE	College Bound Seniors. 1992 Profile of SAT and Achievement Test Takers. National Report.
INSTITUTION	College Entrance Examination Board, New York, NY. Admissions Testing Program.; Educational Testing Service, Princeton, N.J.
PUB DATE	92
NOTE	20p.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Achievement Tests; Admission Criteria; *College Bound Students; College Entrance Examinations; High Schools; *High School Seniors; Institutional Characteristics; *National Surveys; *Profiles; Questionnaires; Scores; *Student Characteristics; Tables (Data); Test Interpretation; Test Results; Test Use
IDENTIFIERS	College Board Achievement Tests; *Scholastic Aptitude Test; Student Descriptive Questionnaire; Student Surveys; Test of Standard Written English

ABSTRACT

The Admissions Testing Program of the College Board consists of the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), the Student Descriptive Questionnaire (SDQ), and the Achievement Tests. By registering for the tests and completing the SDQ, students provide information about themselves and their schools for their own planning and for use by high schools, colleges, and the College Board. Mean SAT scores are displayed in this report for different portions of the testing population using information from the SDQ. Of particular interest is the detailed information about students' academic preparation and the number of years of study in various subject areas. Test score distributions are presented, which are identical in format to those provided since 1972 except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on the characteristics of the students' high schools, taken from a survey of secondary schools, is provided, including type, locale, and the size of the senior class. The primary purpose of this report is to provide those who need to interpret SAT scores--students, guidance counselors, admission officers, and many others--with this broader context. The 1992 information for 1,099,639 students is provided in tabular form. (SLD)

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COLLEGE-BOUND SENIORS

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1992 Profile of SAT® and Achievement Test Takers

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THE COLLEGE BOARD

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The College-Bound Seniors Population

The College Board uses the term "college-bound seniors" to describe those students from each high school graduating class that participate in the Admissions Testing Program (ATP). The information contained in this report is based upon the latest test scores and background data these graduating seniors have provided. Students are counted only once irrespective of the number of times they take the same test(s). Three quarters of those who took the SAT did so in their senior year. This report does not include all high school graduates nor all students who enroll in colleges and universities; therefore, the data only partially represent all 1992 high school graduates. Because of students' high response rate (approximately 94%) to the Student Descriptive Questionnaire (SDQ) and because studies document the accuracy of self-reported student information, this report can be considered nearly a complete and accurate description of the tested population. These test takers represent 48% of all first-year students who enter college each year and about 93% of those entering four-year institutions. This report is useful in monitoring trends and understanding the background of the college-bound students who take the SAT, the Test of Standard Written English, and Achievement Tests.

The Admissions Testing Program includes four major components:

The SAT — The SAT is a 2½-hour, multiple-choice test that measures developed verbal and mathematical reasoning abilities related to successful performance in college. SAT scores are intended to be used with the secondary school record and other information about the student in assessing readiness for college-level work. Student performance on the SAT is reported on a scale of 200 to 800, with a standard error of measurement of approximately 30 points. The verbal portion of the SAT also yields subscores in reading comprehension and vocabulary, which are reported on a scale of 20 to 80, with a standard error of measurement of approximately 4 points.

The Test of Standard Written English (TSWE) — This is a 30-minute, multiple-choice test administered with the SAT. The TSWE evaluates students' ability to recognize standard written English, which is the language of most college textbooks, the language of classroom discourse, and the language students will be expected to use in writing papers for most college courses. TSWE scores are intended to help place students in appropriate first-year English courses. The scores are reported on a scale of 20 to 80; however, scores above 59 are reported as 60+ because the test is not designed to make distinctions above that level. The standard error of measurement on the TSWE is approximately 3.5 points.

The Achievement Tests — Designed to measure knowledge in specific subject areas and the ability to apply that knowledge, the Achievement Tests are independent of particular textbooks or methods of instruction. Although the types of questions change little from year to year, the tests do evolve to reflect general trends in high school curriculum.

Achievement Tests are given in English Composition, Literature, American History and Social Studies, European History and World Cultures, Mathematics Level I, Mathematics Level II, Mathematics Level IIC, French, German, Modern Hebrew, Italian, Latin, Spanish, Biology, Chemistry, and Physics. All are one-hour multiple-choice tests, with the exception of a version of the English Composition Test that contains an essay in addition to multiple-choice questions. Scores of all the Achievement Tests are reported on a scale of 200 to 800, with a standard error of measurement of approximately 30 points.

The Student Descriptive Questionnaire (SDQ) — The SDQ contains questions about the student's background, academic record, extracurricular activities, and plans for college study. The SDQ is designed to enable individual students to present to colleges a broader picture of themselves than is conveyed by test scores alone. Students voluntarily respond to the SDQ as part of the registration process for the SAT or Achievement Tests. Although the SDQ was not initially designed to create a research data base, the SDQ information summarized in this report is useful in monitoring trends and understanding the background of the college-bound students who take the SAT and Achievement Tests.

The Admissions Testing Program is a program of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,700 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

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Introduction

The Admissions Testing Program of the College Board consists of the SAT, the Test of Standard Written English (TSWE), the Student Descriptive Questionnaire (SDQ), and the Achievement Tests.* By registering for the tests and completing the SDQ, students provide information about themselves and authorize the College Board to report it to their high schools and to the colleges, universities, and scholarship programs they specify. High schools use the reports to help their students plan for college. Colleges use the information to recruit and select students, to supplement students' academic records, and to advise enrolled students on course selection and placement. Students — and their families — use the reports they receive from the College Board as they search for a college or university that will meet their needs.

Mean SAT scores in this report are displayed for different portions of the testing population using information from the SDQ. Of particular interest is the detailed information about students' academic preparation and the number of years of study in various subject areas (pages 2 to 5). Pages 9 to 11 contain the test score distributions, which are identical in format to those provided since 1972 except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on characteristics of the students' high schools — type, locale, and size of the senior class — is provided on page 12. (A survey of secondary schools provided these characteristics.)

Using This Report

The SAT is designed to measure verbal and quantitative reasoning skills, developed over many years of education, that are related to academic performance in college. SAT scores are intended primarily to help forecast the college academic performance of *individual* students. As is the case with scores from most tests, however, the SAT scores of individuals are best understood in the broader context provided by information aggregated across groups of test takers. The primary purpose of this report, therefore, is to provide those who need to interpret SAT scores — students, guidance counselors, admission officers, and many others — with this broader context.

A second purpose of this report is to document changes over time in the characteristics of students taking the SAT and Achievement Tests. Because SAT scores are statistically controlled to maintain the same meaning from year to year, and because the population of SAT takers is relatively stable from year to year, useful comparisons over time can be made among subgroups of the test-taking population, defined in a variety of ways. Year-to-year educational and demographic changes in this population, along with changes in test performance, could be of interest to the public, educators, and educational policymakers at all levels.

Two important cautions should be noted in the interpretation of aggregated test-score information. First, the relationships among measures of academic achievement, such as the SAT, and other characteristics of students are complex and interdependent. This complexity can be seen in the web of relationships between test scores and a great variety of other factors — educational (e.g., years of study in particular subjects), demographic (e.g., gender or racial/ethnic background), and socioeconomic (e.g., parental education or household income). Further, the relationships between these factors and test scores are not necessarily *causal*, but are merely *associational* in nature.

The second major caveat to bear in mind is that such aggregations should not be used to compare or evaluate teachers, schools, districts, states, or other educational units. In order for such comparisons to be justified, a common test would need to be administered to all, or a randomly equivalent subgroup, of the students being aggregrated and compared. This is quite obviously not the case for the SAT: the percentage of students taking the test varies widely and the test takers are self-selected. For these reasons, the College Board strongly discourages the use of the SAT for such purposes.

SAT and TSWE Scores

For 1992, the mean SAT verbal score is 423 and the mean mathematical score is 476 (below and on page 9). This represents a one-point increase in the verbal mean and a two-point increase in the mathematical mean since 1991. The mean verbal score has increased for the first time since 1985 after five consecutive years of decline. The mathematical score increase brought the average to ten points above its all-time low in 1980 and 1981. Average verbal scores went up two points for males and one point for females. Average mathematical scores went up two points for males and three

Table A. Mean SAT scores for College-Bound Seniors 1967-1992*

	Verbal			Math		
	Males	Females	Total	Males	Females	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476
1988	435	422	428	498	455	476
1989	434	421	427	500	454	476
1990	429	419	424	499	455	476
1991	426	418	422	497	453	474
1992	428	419	423	499	456	476

*More information about the content of these tests can be found in *Taking the SAT* and *Taking the Achievement Tests*, available free by writing to College Board ATP, P.O. Box 6200, Princeton, NJ 08541-6200.

*The averages for 1967 through 1971 are estimates. College-Bound Seniors reports were not prepared in those years.

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points for females. These score changes occurred as the number of 1992 seniors taking the test — an increase of 1,400 — was virtually unchanged from last year. Estimates of the number of high school graduates in 1992 indicate a 1% decline from 1991. The number of 1992 graduates taking the SAT represents 42% of the projected total of high school graduates, compared with 41% in 1991.

The mean reading comprehension subscore of the verbal section increased by one-tenth of a point to 42.4 (on a 20-80 point scale), and the vocabulary subscore increased by a like amount to 42.3. Reading comprehension mean scores are 42.7 for males and 42.0 for females, and vocabulary subscores are 42.7 and 41.9, respectively.

The mean Test of Standard Written English score remained at 42.1 (on a 20-60+ scale), its lowest level since the test was introduced in 1975. The female mean is higher than the male mean: 42.9 to 41.2, respectively.

The Achievement Tests

About 200,000 students took one or more of the 16* Achievement Tests, a decline of less than 1% over 1991. Those who take Achievement Tests tend to apply to selective colleges and universities. Their average SAT verbal score is 515 and their mathematical is 586, each about 100 points higher than the mean for all seniors. About 1 of every 5 SAT takers take these tests.

English Composition, the most frequently taken test, was taken by 91% of all Achievement Test takers. It is followed (in order of frequency) by Mathematics Level I (64%), Mathematics Level II (32%), American History (24%), Biology (22%), Chemistry (17%), Spanish (15%), Literature (12%), French (10%), Physics (10%), European History (2%), Latin (1%), German (1%), and Modern Hebrew (less than 1%).

The highest mean score on an Achievement Test was 663 for Mathematics Level II. Although the number of students taking the Achievement Tests has remained stable since 1980, the number of students taking Mathematics Level II has increased by 83% and the numbers taking Literature and Physics have increased by 39% and 31%, respectively. Across all Achievement Tests the mean was 549, up two points from 1991 and 22 points higher than in 1973.

Population Characteristics

The majority of the SAT takers are women (52%) and are White (71%), although the proportion of ethnic minority students has been rising steadily each year, from 13% in 1973 to 29% in 1992. The percentage of those describing themselves as White has declined from 87% in 1973 to 71% today. The population of minority test takers is 10% Black, 8% Asian American, 7% Hispanic, and 1% American Indian. The proportions of Black, Hispanic, and White students who are women are higher than for the test takers as a whole. Only Asian American students are equally divided between men and women. The number of Asian Americans taking the SAT has increased by almost five times the number in 1973, from about 16,000 to about 78,000.

Students were asked what language they learned to speak first: 8% reported learning to speak both English and another language and 8% reported learning a language other than English. Of the 3% who reported having a permanently disabling condition, 1 in every 3 took the SAT under nonstandard (untimed) conditions.

Generally, women in the population come from lower-income households; they represent 59% of those reporting annual household incomes below $20,000. Women are more likely to plan to apply for financial aid in college, and are more likely to be in the first generation of their family to attend college. All these characteristics are associated with lower than average SAT scores.

The majority of test takers (59%) come from households where the level of parental education is an associate degree or higher. The relationship between SAT scores and level of parental education is indicated on page 8: the higher the educational level, the higher the mean scores. Students whose parental educational level is a graduate degree had the highest average SAT scores, exceeding by a standard deviation those whose parents have no high school diploma.

Table B (page v) provides SAT averages by ethnic group. With an SAT-taking volume increase of 6%, Mexican American students were the only group to experience a decrease in verbal or in mathematical means from 1991 to 1992. All other groups increased both their verbal and mathematical means (except for the mathematical means of Black and Puerto Rican students, which remained unchanged while their verbal means increased).

The 15-year narrowing of the gap between White and Black students' SAT total mean scores did not continue in 1992. However, of the 258-point difference in 1976, about one quarter (62 points) has been eliminated. During this period, as shown in Table B, means of Black students have increased 51 points (20 on the verbal score and 31 on the mathematical score), while means of White students decreased 11 points (9 on the verbal score and 2 on the mathematical score).

Academic Background and Preparation

The relationship between high school academic preparation and achievement and mean SAT scores is indicated on pages 2 to 5 of this report. The more years of study of academic subjects and the higher the grades and rank-in-class achieved, the higher the mean SAT score. However, one should not assume a causal relationship between the two.

On average, SAT takers studied 18.7 years of academic subjects and reported a grade-point average of 3.12, or B (see page 10). Forty-one percent of test takers studied 20 or more years of academic subjects. Their mean verbal and mathematical SAT scores were each approximately 50 points above the national mean.

Table C shows the proportion of students taking a certain minimum number of years of study in various subject areas and the mean years of study. Women tend to concentrate their study more on arts and music, foreign language, and English than do men, who concentrate more on natural science and mathematics. However, these differences have been narrowing in the last five years. Women tend to study "other" math courses and "other" sciences more than do

* The Italian Achievement Test was first administered in June 1990, and the Mathematics IIC Achievement Test was first administered in 1991. The numbers of 1992 college-bound seniors taking these tests were 749 and 1,713, respectively. Score data for these two tests are not given in this report.

Table B. 1992 SAT Averages by Ethnic Group, Compared with 1976* and 1991

Ethnic Group	1992	Change from 1976*	Change from 1991
SAT Verbal			
American Indian	395	+7	+2
Asian American	413	−1	+2
Black	352	+20	+1
Mexican American	372	+1	−5
Puerto Rican	366	+2	+5
Other Hispanic	383	NA	+1
White	442	−9	+1
Other	417	+7	+6
All Students	423	−8	+1
All Men	428	−5	+2
All Women	419	−11	+1
SAT Math			
American Indian	442	+22	+5
Asian American	532	+14	+2
Black	385	+31	0
Mexican American	425	+15	−2
Puerto Rican	406	+5	0
Other Hispanic	433	NA	+2
White	491	−2	+2
Other	473	+15	+7
All Students	476	+4	+2
All Men	499	+2	+2
All Women	456	+10	+3

* The first year for which SAT scores by ethnic group are available is 1976. They are not available for 1986 due to changes in the Student Descriptive Questionnaire (SDQ), which students complete when they register for the tests. The SDQ question on ethnic background was changed in 1987 to include the "Other Hispanic" category.

men, who concentrate more on calculus, computer math, computer programming, and physics. However, the ratios of women to men in the study of calculus (as well as trigonometry) and physics have been rising steadily. Since 1987, the percentage of students who are female rose 4 percentage points for the study of calculus, 2 percentage points for trigonometry, and 4 percentage points for physics.

Detailed information concerning the academic courses studied is found on pages 2 to 5. Mean SAT scores are provided for each course within a discipline. Table D shows the two courses within a subject with the highest mean SAT scores. Those that appear on this list tend to be advanced courses in a sequence, such as calculus, or those taught in the senior year, such as physics and British literature.

A brief overview of academic preparation of the 1992 college-bound seniors in each of seven areas of study follows:

- Although 75% of the students have taken one or more years in arts or music, 21% reported having no course work in these areas. The most frequently mentioned experiences include music performance (38%), art history or art appreciation (23%), acting or play production (23%), studio art and design (21%), and music appreciation (18%). Women were much more likely than men to participate in each of these courses or experiences. Both women and men have increased their average number of years of study in the arts and music in the last five years.

Table C. Academic Preparation in High School, 1992

Percentage of students taking at least....	Female	Male
4 years English	85%	82%
4 years Mathematics	63%	67%
3 years Social Sciences and History	86%	84%
2 years Foreign Language	89%	85%
3 years Natural Sciences	79%	81%
1 year Arts or Music	78%	71%

	Average Years of Study	
Subject	**Female**	**Male**
English	4.0	3.9
Mathematics	3.7	3.8
Social Sciences and History	3.4	3.4
Foreign Language	2.7	2.5
Natural Sciences	3.2	3.3
Arts or Music	1.9	1.6
Total	18.9	18.5

Table D. Courses by Academic Subject with Highest Mean SAT Scores

		Mean SAT	
Subject	**Course**	**Verbal**	**Math**
English	Literature: Other Country	464	513
	British Literature	462	509
Arts and Music	Acting/Play Production	462	498
	Music Appreciation	453	498
Social Sciences and History	European History	453	504
	Ancient History	441	496
Foreign and Classical Languages	Modern Hebrew	471	532
	Latin	478	523
Natural Sciences	Physics	464	538
	Chemistry	439	496
Mathematics	Calculus	501	599
	Precalculus	478	559

- Eighty-seven percent have taken two or more years of a foreign language in high school, primarily Spanish (59%) and French (29%). Latin has been taken by 9% and German by 7%. "Other languages" were studied by 4%. Study of Spanish and "other languages" increased in the last five years; study of French, German, and Latin decreased. The average number of years of study of foreign languages increased slightly.
- Eighty-three percent of students have taken four or more years of English in high school, down from a high of 87% in 1990. The most frequently taken courses are American literature (88%), grammar (85%), composition (81%), and literature from different historical periods (59%).
- While 94% of the students reported taking three or more years of mathematics in high school, only 65% reported taking four or more years. Algebra (96%) and geometry (93%) were studied by most students. Women were represented among the students studying these two courses or "other math courses" in a higher proportion than in the population tested at large, but they were less likely than

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men to take computer mathematics, calculus, precalculus, or trigonometry. Overall, only 55% of all students reported studying trigonometry in high school. About an eighth (13%) of the students took course work in computer mathematics, whose popularity has been declining since 1987 when 25% took such a course.

- Eighty percent of the students have studied natural sciences for three or more years in high school, up 8 percentage points from 1987. Most have taken biology (97%), followed by chemistry (82%), geology or related earth or space science (45%), and physics (45%). The percentages studying chemistry and physics have increased by 5 and 3 percentage points, respectively, since 1987, primarily because more females have been studying these subjects.

- Eighty-five percent of the students have taken three or more years of social sciences or history while in high school. The majority have studied U.S. history (96%), world history or cultures (77%), U.S. government or civics (72%), or economics (51%). The numbers of students studying world history/cultures and geography have been increasing by at least 1 percentage point per year since 1987. The number studying economics declined by 1 percentage point after a large increase from 1987 to 1989 and no change from 1989 to 1991.

- Computer coursework and experience have been increasing in the areas reported since 1987 except for computer mathematics, where study has declined from 25% to 13% (as noted above), and computer programming from 44% to 34%. The number of students using computers for word processing increased by 23 percentage points to 59%, the number in English courses by 18 percentage points to 30%, and the number for data processing by 5 percentage points to 24%. Those reporting no computer experience declined by 9 percentage points to 17%.

- The pursuit of honors or accelerated courses has increased since 1987 in every area of study but art and music. The largest increase is observed in social sciences (5 percentage points) followed by English and natural sciences (4 percentage points each) and foreign language and mathematics (2 percentage points each). The majority of honors students are female. In 1987 they were in the majority in all areas except mathematics (49% female) and natural sciences (50% female). By 1991, they had gained the majority in all areas. For 1992, the proportion of honor students who are female ranged from 51% in mathematics to 59% in English and foreign language.

Each year from 1988 to 1992, the high school grade-point average of SAT takers rose (from 3.07 in 1988 to 3.12 in 1992) and the percentage of students with an A (A+, A, A–) average increased (from 28% in 1988 to 31% in 1992). During this period, the mean SAT mathematical score did not change and the mean SAT verbal score declined five points. This suggests a possible return to grade inflation, which had appeared in the 1970s but was not evident in the 1980s.

College Plans

As students and parents plan for college, they start to decide on college majors, careers, and college degree goals. Although high school students tend to change their minds often, their answers to these questions in the aggregate can provide a good picture of what this cohort of students will study in college and how they compare with their predecessors.

Nearly one-sixth (17%) of the 1992 seniors plan to major in Business & Commerce, 6 percentage points lower than the high point of 1987 and 1988. Health & Allied Services (16% in 1992, up from 11% in 1988) was second in popularity followed by Social Sciences and History (12%), Engineering (11%), and Education (8%). Table E lists the five most popular majors for each sex and for the total group. Although men and women tend to differ in their choices, both groups chose Business & Commerce as their second choice; of those who chose it, half are men and half are women. In contrast, of those who chose Engineering, 81% are men, and of those who chose Education, 78% are women.

Only 4% plan to obtain a degree below the bachelor's level, about half the rate of 10 years ago. Even if the 20% undecided are counted as nonbaccalaureate, about three quarters expect to earn a bachelor's degree or higher and half (50%) expect to earn a graduate or professional degree. Female plans for graduate study increased from 30% in 1973, when the male rate was 42%, to 51% in 1992, now exceeding the male rate of 48%. Indeed, in 1973 female plans for a doctoral or related degree were half as frequent as male plans (11% versus 23%), but in 1992 female plans exceed male plans (23% versus 20%). Excluding those who are undecided about their degree goals, 64% of females plan graduate study (28% doctoral or related), to 60% for males (25% doctoral or related).

The percentage of students planning to apply for financial aid increased for the third year in a row, from 67% in 1989 to 72% in 1992. More females (74%) than males (69%) plan to apply for financial aid. This is consistent with lower average family income of females.

Table E. Most Frequently Planned Areas of Study

Total	Female	Male
Business & Commerce (17%)	Health & Allied Services (20%)	Engineering (18%)
Health & Allied Services (16%)	Business & Commerce (16%)	Business & Commerce (18%)
Social Sciences & History (12%)	Social Sciences & History (15%)	Health & Allied Services (11%)
Engineering (11%)	Education (12%)	Social Sciences & History (9%)
Education (8%)	Visual & Performing Arts (6%)	

Secondary School Characteristics

The information about the high schools that SAT takers attend is supplied by the schools themselves. The most frequent characteristics of the schools attended by those taking the test are public school (82%), suburban (33%), with a senior class of 250-499 (41%). Of the 18% who attend nonpublic schools, most attend religiously affiliated high schools (71%). The proportion of public to nonpublic high school students has remained relatively stable since 1975, when type of high school was first reported.

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NATIONAL
COLLEGE-BOUND SENIORS: 1992 SAT PROFILE
PROFILES OF SAT AND ACHIEVEMENT TEST TAKERS

STUDENTS WHO REGISTERED FOR THE SAT OR AN ACHIEVEMENT TEST	MALE	FEMALE	TOTAL	SAT-VERBAL MEAN	SAT-MATH MEAN
• Total Number of Students	522,462	577,177	1,099,639		
• With SAT Scores	491,748	542,383	1,034,131	423	476
• With Achievement Test Scores	95,744	103,794	199,538		
• With Both SAT and Achievement Test Scores	93,106	101,322	194,428	515	586
• With at Least One Student Descriptive Questionnaire (SDQ) Response	486,905	551,308	1,038,213	424	477
• Percent with at Least One SDQ Response	93%	96%	94%		
YEAR OF MOST RECENT SAT SCORES					
• Senior Year	359,743	409,398	769,141	416	468
• Junior Year	128,654	130,116	258,770	445	500
• Sophomore Year	3,045	2,582	5,627	406	465
• Freshman Year	306	287	593	399	455
• All Students with SAT Scores	491,748	542,383	1,034,131	423	476

This report summarizes information for 1992 seniors who took SAT or Achievement Tests any time during their high school years through APRIL 1992. If a student took a test more than once, the most recent score is used.

1992 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
HIGH SCHOOL RANK					
Top Tenth	181,522	21	45/55	512	585
Second Tenth	187,367	22	46/54	448	511
Second Fifth	237,382	28	49/51	412	464
Third Fifth	211,082	25	48/52	373	411
Fourth Fifth	35,992	4	52/48	350	379
Fifth Fifth	7,133	1	52/48	338	363
No response	173,653				
HIGH SCHOOL GPA					
A+ (97 - 100)	45,534	5	44/56	548	623
A (93 - 96)	113,539	12	41/59	501	571
A- (90 - 92)	130,754	14	43/57	470	536
B (80 - 89)	489,468	52	46/54	409	458
C (70 - 79)	163,061	17	57/43	357	393
D, E, or F (Below 70)	4,487	0	64/36	338	379
No response	87,288				
TOTAL YEARS OF STUDY IN SIX ACADEMIC SUBJECTS					
20 or more years	345,976	41	43/57	470	526
19 or 19½ years	108,361	13	47/53	434	488
18 or 18½ years	102,319	12	48/52	416	468
17 or 17½ years	83,007	10	48/52	397	447
16 or 16½ years	63,686	8	48/52	382	430
15 or 15½ years	47,144	6	49/51	374	421
Fewer than 15 years	88,547	11	52/48	357	408
No response	195,091				
PLANS FOR ADVANCED PLACEMENT IN COLLEGE					
Art	35,990	4	48/52	410	454
Biology	84,126	9	47/53	481	541
Chemistry	63,082	7	59/41	484	574
Computer Science	31,558	3	70/30	444	536
English	207,259	22	39/61	500	541
Foreign Languages	130,267	14	39/61	480	535
Humanities	18,918	2	43/57	472	505
Mathematics	185,377	20	54/46	477	580
Music	37,980	4	47/53	413	460
Physics	48,947	5	68/32	497	601
Social Studies	135,570	15	51/49	509	554
None of these	484,753	52	46/54	394	439

1992 PROFILES

ENGLISH	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
COURSEWORK/EXPERIENCE					
American Literature	823,091	88	46/54	436	486
British Literature	446,578	48	46/54	462	509
Composition	763,914	81	46/54	439	490
Grammar	802,673	85	46/54	432	484
Literature - Other Country	220,136	23	45/55	464	513
Literature - Hist. Periods	552,372	59	44/56	454	501
Speaking & Listening	425,190	45	44/56	442	493
English, 2nd Language	47,930	5	49/51	342	478
YEARS OF STUDY					
More than 4 years	93,377	10	45/55	445	501
4 years	687,125	73	46/54	429	481
3 or 3½ years	128,313	14	50/50	392	443
2 or 2½ years	23,459	3	55/45	404	471
1 or 1½ years	1,927	0	52/48	338	441
Less than 1 year	921	0	53/47	339	419
No response	99,009				
HONORS COURSE TAKEN	295,694	32	41/59	499	548
ARTS & MUSIC					
COURSEWORK/EXPERIENCE					
Acting/Play Production	210,263	23	37/63	462	498
Art History/Appreciation	212,561	23	47/53	439	485
Dance	111,775	12	13/87	431	471
Drama Appreciation	130,984	14	34/66	452	487
Music Appreciation	165,857	18	43/57	453	498
Music Performance	355,345	38	38/62	444	492
Photography/Film	131,926	14	45/55	443	491
Studio Art and Design	199,678	21	47/53	442	491
No coursework	190,401	21	57/43	400	463
YEARS OF STUDY					
More than 4 years	64,208	7	38/62	452	497
4 years	101,846	11	38/62	452	494
3 or 3½ years	90,712	10	40/60	429	474
2 or 2½ years	144,216	16	44/56	426	476
1 or 1½ years	291,918	32	49/51	421	478
Less than 1 year	233,227	25	53/47	411	470
No response	108,004				
HONORS COURSE TAKEN	54,356	6	42/58	479	524

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1992 PROFILES

SOCIAL SCIENCES & HISTORY	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
COURSEWORK					
U.S. History	926,349	96	47/53	425	477
U.S. Government/Civics	698,207	72	46/54	425	477
European History	225,580	23	50/50	453	504
World History/Cultures	746,383	77	47/53	429	482
Ancient History	106,927	11	52/48	441	496
Anthropology	22,200	2	48/52	438	488
Economics	493,645	51	46/54	426	482
Geography	256,674	27	48/52	413	470
Psychology	243,014	25	36/64	432	473
Sociology	137,873	14	38/62	423	465
Other Courses	174,366	18	44/56	439	491
YEARS OF STUDY					
More than 4 years	73,795	8	46/54	452	502
4 years	323,357	35	47/53	435	482
3 or 3½ years	402,763	43	46/54	422	478
2 or 2½ years	113,734	12	50/50	398	457
1 or 1½ years	18,435	2	50/50	373	441
Less than 1 year	4,829	1	47/53	343	415
No response	97,218				
HONORS COURSE TAKEN	215,889	23	45/55	509	561

FOREIGN & CLASSICAL LANGUAGES	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
COURSEWORK					
French	280,884	29	39/61	446	493
German	68,620	7	54/46	460	516
Greek	4,270	0	50/50	461	512
Modern Hebrew	8,032	1	47/53	471	532
Italian	17,273	2	45/55	406	450
Latin	83,419	9	47/53	478	523
Russian	10,911	1	47/53	469	529
Spanish	571,711	59	48/52	417	468
Other Languages	37,314	4	47/53	409	520
YEARS OF STUDY					
More than 4 years	54,111	6	39/61	492	552
4 years	161,484	17	40/60	479	531
3 or 3½ years	256,109	27	45/55	441	496
2 or 2½ years	345,910	37	49/51	406	458
1 or 1½ years	68,714	7	54/46	360	406
Less than 1 year	50,769	5	58/42	333	387
No response	97,034				
HONORS COURSE TAKEN	135,475	14	41/59	507	564

1992 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
NATURAL SCIENCES					
COURSEWORK					
Biology	939,983	97	47/53	425	478
Chemistry	792,686	82	47/53	439	496
Geology/Earth/Space Science	433,426	45	48/52	417	464
Physics	431,261	45	54/46	464	538
Other Sciences	337,391	35	43/57	417	465
YEARS OF STUDY					
More than 4 years	71,658	8	55/45	480	560
4 years	314,149	34	50/50	454	513
3 or 3½ years	358,416	39	44/56	415	462
2 or 2½ years	152,053	16	44/56	382	423
1 or 1½ years	23,437	3	46/54	354	403
Less than 1 year	7,416	1	44/56	331	385
No response	107,002				
HONORS COURSE TAKEN	213,363	23	48/52	506	574
MATHEMATICS					
COURSEWORK					
Algebra	931,529	96	47/53	425	477
Geometry	897,774	93	47/53	431	485
Trigonometry	529,791	55	49/51	453	523
Precalculus	315,340	33	50/50	478	559
Calculus	193,439	20	53/47	501	599
Computer Math	122,885	13	54/46	437	507
Other Math Courses	235,761	24	45/55	400	446
YEARS OF STUDY					
More than 4 years	121,664	13	54/46	462	552
4 years	485,975	52	47/53	436	492
3 or 3½ years	272,996	29	43/57	399	432
2 or 2½ years	51,677	6	46/54	378	406
1 or 1½ years	2,798	0	48/52	340	378
Less than 1 year	874	0	47/53	335	386
No response	98,147				
HONORS COURSE TAKEN	224,851	24	49/51	503	586
COMPUTER					
COURSEWORK/EXPERIENCE					
Computer Programming	319,274	34	53/47	436	500
Data Processing	224,916	24	47/53	422	482
Word Processing	549,489	59	45/55	443	497
Math Problems	253,440	27	52/48	446	510
Natural Science Problems	79,151	8	56/44	472	539
Social Science Problems	45,051	5	56/44	445	508
Use in English Courses	284,076	30	46/54	449	504
Computer Literacy	410,228	44	50/50	447	498
No Computer Experience	157,147	17	46/54	408	456

1992 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
ALL STUDENTS	1,034,131	100	48/52	423	476
Males	491,748	48	100/0	428	499
Females	542,383	52	0/100	419	456
ETHNIC GROUP					
American Indian/Alaskan Native	7,412	1	48/52	395	442
Asian/Asian Amer/Pacific Isle	78,387	8	50/50	413	532
Black/African American	99,126	10	42/58	352	385
Hispanic: Mexican Amer/Chicano	30,336	3	45/55	372	425
Puerto Rican	12,091	1	44/56	366	406
Other Hispanic	26,766	3	45/55	383	433
White	680,806	71	47/53	442	491
Other	17,771	2	48/52	417	473
No response	81,436				
FIRST LANGUAGE LEARNED					
English	801,360	84	47/53	433	478
English & Another	80,006	8	46/54	401	461
Other Language	75,564	8	48/52	370	490
No response	77,201				
CITIZENSHIP					
U.S. Citizen	881,961	92	46/54	430	477
Permanent Resident	45,383	5	47/53	356	468
Citizen of Another Country	29,056	3	55/45	389	533
No response	77,731				

1992 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
DISABLING CONDITION					
Yes	31,302	3	51/49	393	434
No	904,525	97	47/53	426	480
SAT TAKEN UNDER					
Standard Conditions	1,023,395	99	47/53	424	477
Nonstandard Conditions	10,736	1	64/36	381	405
PLANS TO APPLY FOR FINANCIAL AID					
Yes	685,341	72	45/55	425	475
No	83,765	9	50/50	432	495
Don't Know	188,443	20	52/48	423	478
INCOME					
Less than $10,000	46,357	5	39/61	352	415
$10,000 - $20,000	97,866	11	42/58	378	434
$20,000 - $30,000	127,788	14	45/55	403	453
$30,000 - $40,000	153,163	17	47/53	418	467
$40,000 - $50,000	116,540	13	49/51	430	480
$50,000 - $60,000	96,933	11	49/51	440	492
$60,000 - $70,000	67,389	8	50/50	449	501
$70,000 or more	176,081	20	51/49	470	530
No response	152,014				

1992 PROFILES

HIGHEST LEVEL OF PARENTAL EDUCATION	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
No High School Diploma	44,808	5	42/58	338	409
High School Diploma	347,110	37	44/56	394	443
Associate Degree	72,856	8	46/54	408	456
Bachelor's Degree	254,092	27	49/51	444	499
Graduate Degree	223,812	24	49/51	476	530
INTENDED COLLEGE MAJOR					
Agriculture/Natural Resources	13,518	1	59/41	410	448
Architecture/Environ. Design	26,728	3	66/34	409	486
Arts:Visual & Performing	54,466	6	42/58	432	455
Biological Sciences	43,339	5	42/58	467	514
Business & Commerce	156,970	17	50/50	398	464
Communications	39,472	4	37/63	443	461
Computer/Information Sciences	25,510	3	65/35	394	472
Education	75,672	8	22/78	407	443
Engineering	98,000	11	81/19	447	550
Foreign/Classical Languages	5,865	1	22/78	475	501
General/Interdisciplinary	3,539	0	43/57	491	514
Health & Allied Services	147,177	16	32/68	418	472
Home Economics	3,223	0	13/87	367	404
Language & Literature	12,265	1	34/66	532	517
Library & Archival Sciences	243	0	31/69	479	472
Mathematics	6,125	1	55/45	467	606
Military Sciences	6,098	1	85/15	422	476
Philosophy/Religion/Theology	3,543	0	67/33	475	507
Physical Sciences	13,386	1	66/34	497	573
Public Affairs & Services	24,854	3	55/45	376	410
Social Sciences & History	113,093	12	33/67	449	477
Technical & Vocational	10,036	1	65/35	356	405
Undecided	48,734	5	55/45	426	480
DEGREE-LEVEL GOAL					
Certificate Program	15,214	2	49/51	355	402
Associate Degree	18,422	2	41/59	344	376
Bachelor's Degree	237,964	26	50/50	396	446
Master's Degree	262,815	28	47/53	436	494
Doctoral/Related Degree	199,697	22	44/56	471	528
Other	8,002	1	46/54	353	404
Undecided	185,548	20	46/54	419	469

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1992 PROFILES

SAT SCORES

VERBAL							MATH					
MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%
719	0	652	0	1,371	0	750-800	11,027	2	3,105	1	14,132	1
4,710	1	4,048	1	8,758	1	700-740	23,209	5	10,178	2	33,387	3
12,048	2	10,706	2	22,754	2	650-690	36,001	7	20,881	4	56,882	6
21,883	4	20,477	4	42,360	4	600-640	48,034	10	34,962	6	82,996	8
35,174	7	34,544	6	69,718	7	550-590	58,805	12	51,936	10	110,741	11
58,150	12	59,762	11	117,912	11	500-540	73,137	15	77,147	14	150,284	15
77,189	16	83,502	15	160,691	16	450-490	68,108	14	82,833	15	150,941	15
86,284	18	97,005	18	183,289	18	400-440	60,496	12	82,730	15	143,226	14
74,320	15	87,074	16	161,394	16	350-390	51,452	10	77,259	14	128,711	12
59,584	12	71,360	13	130,944	13	300-340	37,135	8	59,980	11	97,115	9
36,562	7	43,592	8	80,154	8	250-290	19,362	4	32,940	6	52,302	5
25,125	5	29,661	5	54,786	5	200-240	4,982	1	8,432	2	13,414	1
491,748		542,383		1,034,131		NUMBER	491,748		542,383		1,034,131	
428		419		423		MEAN	499		456		476	
113		110		112		STANDARD DEVIATION	126		116		123	
350		340		340		25TH PERCENTILE	400		370		380	
420		420		420		50TH PERCENTILE	500		450		470	
500		490		500		75TH PERCENTILE	590		540		560	

SAT-VERBAL SUBSCORES

READING COMPREHENSION							VOCABULARY					
MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%
5,624	1	4,876	1	10,500	1	70-80	4,970	1	4,301	1	9,271	1
33,398	7	31,101	6	64,499	6	60-69	32,025	7	29,418	5	61,443	6
97,909	20	98,359	18	196,268	19	50-59	91,001	19	93,414	17	184,415	18
158,834	32	178,751	33	337,585	33	40-49	161,158	33	175,678	32	336,836	33
133,258	27	158,984	29	292,242	28	30-39	140,214	29	162,631	30	302,845	29
62,725	13	70,312	13	133,037	13	20-29	62,380	13	76,941	14	139,321	13
491,748		542,383		1,034,131		NUMBER	491,748		542,383		1,034,131	
42.7		42.0		42.4		MEAN	42.7		41.9		42.3	
11.3		11.0		11.1		STANDARD DEVIATION	11.2		11.1		11.2	

1992 PROFILES

TEST OF STANDARD WRITTEN ENGLISH (TSWE) SCORES

SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE
60+	11,784	2	17,311	3	29,095	3	60+
55-59	49,654	10	66,358	12	116,012	11	55-59
50-54	70,785	14	89,031	16	159,816	15	50-54
45-49	78,466	16	93,586	17	172,052	17	45-49
40-44	73,145	15	81,577	15	154,722	15	40-44
35-39	68,974	14	70,937	13	139,911	14	35-39
30-34	54,089	11	52,102	10	106,191	10	30-34
25-29	40,811	8	36,494	7	77,305	7	25-29
20-24	44,040	9	34,987	6	79,027	8	20-24
NUMBER	491,748		542,383		1,034,131		NUMBER
MEAN	41.2		42.9		42.1		MEAN
STANDARD DEVIATION	11.0		10.7		10.9		STANDARD DEVIATION

YEARS OF STUDY AND GRADE-POINT AVERAGE BY SUBJECT

ACADEMIC SUBJECT	AVERAGE YEARS OF STUDY			GRADE-POINT AVERAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Arts and Music	1.6	1.9	1.8	3.55	3.71	3.64
English	3.9	4.0	3.9	2.99	3.22	3.11
Foreign & Classical Languages	2.5	2.7	2.6	2.94	3.21	3.09
Mathematics	3.8	3.7	3.7	2.95	2.92	2.93
Natural Sciences	3.3	3.2	3.3	3.03	3.04	3.04
Social Sciences and History	3.4	3.4	3.4	3.16	3.20	3.18
TOTAL OF ALL SUBJECTS	18.5	18.9	18.7	3.05	3.18	3.12

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1992 PROFILES

ACHIEVEMENT TEST SCORES

	ACH AVERAGE*		ENGLISH COMP		LITERATURE		AMERICAN HIST		EUROPEAN HIST	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	10,159	5	8,179	5	1,194	5	3,348	7	380	9
600-699	50,334	25	39,173	22	5,977	25	11,456	24	1,028	24
500-599	79,577	40	59,944	33	7,623	32	15,980	33	1,619	37
400-499	49,667	25	51,785	29	6,102	26	12,830	27	1,092	25
300-399	9,570	5	20,274	11	2,673	11	4,113	9	220	5
200-299	231	0	1,814	1	317	1	137	0	4	0
NUMBER	199,538		181,169		23,886		47,864		4,343	
MEAN	549		521		529		537		550	
STANDARD DEVIATION	91		104		108		104		98	
SAT-V MEAN	515		520		533		527		561	
SAT-M MEAN	586		589		556		576		591	

	MATH I		MATH II		BIOLOGY		CHEMISTRY		PHYSICS	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	8,211	6	24,713	39	4,648	10	4,924	15	3,975	21
600-699	32,488	25	25,273	40	12,783	29	9,512	29	6,008	31
500-599	48,643	38	11,207	18	15,094	34	10,800	33	6,178	32
400-499	31,555	25	2,273	4	9,095	20	6,626	20	2,816	15
300-399	7,106	6	423	1	2,648	6	1,289	4	236	1
200-299	202	0	29	0	189	0	21	0	0	0
NUMBER	128,205		63,918		44,457		33,172		19,213	
MEAN	547		663		561		577		604	
STANDARD DEVIATION	95		90		104		106		101	
SAT-V MEAN	499		549		537		544		542	
SAT-M MEAN	568		654		602		646		668	

	FRENCH		GERMAN		MODERN HEBREW		LATIN		SPANISH	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	2,389	12	564	21	300	39	365	12	4,786	16
600-699	4,528	23	563	21	242	32	628	21	6,452	22
500-599	5,979	31	759	28	124	16	969	32	7,855	27
400-499	5,061	26	644	24	53	7	867	29	7,670	26
300-399	1,330	7	191	7	25	3	154	5	2,523	9
200-299	10	0	4	0	18	2	0	0	40	0
NUMBER	19,297		2,725		762		2,983		29,326	
MEAN	555		567		641		554		555	
STANDARD DEVIATION	112		119		128		109		117	
SAT-V MEAN	544		540		545		574		497	
SAT-M MEAN	589		606		607		617		558	

* Mathematics IIC and Italian Achievement Test scores are not reported and are not included in the ACH AVERAGE.

1992 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
TYPE OF HIGH SCHOOL					
Public	815,351	82	46/54	420	475
Religiously Affiliated	123,372	12	50/50	439	474
Independent	49,765	5	54/46	469	526
Not Known	45,643				
LOCATION OF HIGH SCHOOL					
Large City	230,152	23	47/53	411	465
Medium-size City	130,789	13	47/53	425	477
Small City or Town	192,113	20	47/53	423	471
Suburban	320,047	33	48/52	440	496
Rural	111,482	11	46/54	414	459
Not Known	49,548				
SIZE OF SENIOR CLASS					
More than 1000	3,810	0	48/52	439	501
750 - 1000	14,319	1	47/53	415	472
500 - 749	106,555	11	47/53	420	483
250 - 499	403,139	41	47/53	424	480
100 - 249	317,369	32	48/52	425	472
Fewer than 100	136,438	14	47/53	433	477
Not Known	52,501				

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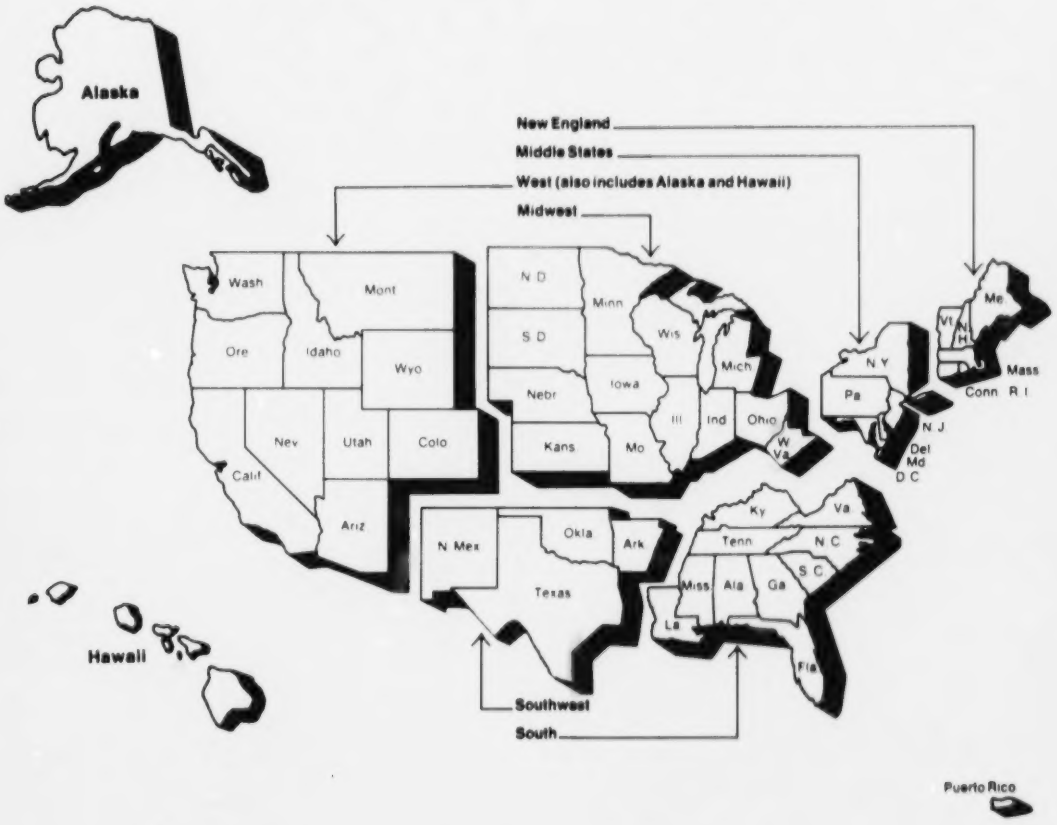

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Southwestern Regional Office • Suite 400 • 701 Brazos Street • Austin, Texas 78701-3253 • (512) 472-0231

Western Regional Office • Suite 480 • 2099 Gateway Place • San Jose, California 95110-1017 • (408) 452-1400

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